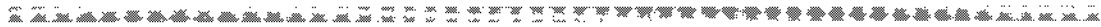




High School

**General Music
Essential Learner Outcomes**



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Maryland State Department of Education

MUSIC OUTCOME I

Perceiving and Responding –
Aesthetic Education



High School

The student will demonstrate the ability to perceive, perform, and respond to music.

General Music

Expectation A

The student will describe the characteristics of musical sounds.

Indicators of Learning

1. The student will identify elements of music, including melody, rhythm, harmony, form, and texture; expressive devices; and tension and release.
2. The student will compare traditional sources of musical sound with non-traditional sources such as modified instruments, new instruments, and sounds produced from found objects.
3. The student will identify and explain compositional techniques used to provide unity, variety, and tension and release in various musical works.
4. The student will analyze and describe standard musical forms, genres, performance media, and other prominent musical features.
5. The student will listen to, perform, and describe musical examples representing diverse genres and cultures.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME I : MUSIC

Expectation A

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for Indicator One (1)

The student will listen to music in a variety of styles and compare how the elements of music are used in the examples. **In responding to this indicator, the student will listen to music in diverse styles** (for example: baroque, romantic, blues, or calypso) **and describe how the uses of musical elements define various styles.**

Sample Strategy for Indicator Two (2)

The student will explain how traditional musical sounds compare with non-traditional. **In responding to this indicator, the student will identify and experiment with non-traditional sources of musical sound, using a variety of references and tools such as recordings, the Internet, computer software, or instruments made from found objects. Students will prepare a multimedia presentation comparing traditional and non-traditional sources of musical sounds.**

Sample Strategy for Indicator Three (3)

The student will identify and explain compositional techniques used to develop a sense of tension and release for the listener. **In responding to this indicator, the student will listen to a recording of Samuel Barber's *Adagio for Strings* and describe characteristics of the music that provide a sense of tension and release.**

Sample Strategy for Indicator Four (4)

Students will listen to a variety of musical selections and describe their forms, genres, media, and other salient features. **In responding to this indicator, students will work in small groups to develop a graphic organizer to represent musical forms, genres, performance media, and other striking characteristics of selected works.** (Groups could be assigned different selections and present their findings to the class to compare similarities and differences.)



Sample Strategy for Indicator Five (5)

The student will select a life experience common to all cultures (such as birth, marriage, children at play, or death) and investigate a variety of ways the selected experience is treated musically. **In responding to this indicator, the student will be given a selected life experience to research ways it is treated musically in a variety of cultures. Students will present their findings, including musical examples, to the class to compare similarities and differences.** (This strategy also satisfies Indicator II-B-1.)

Music represents the soul of a culture, a society or a nation. It has always been a very important part of my life. For example, spirituals, Gospel and folk music have articulated the sufferings, the hopes and the triumphs of the movement for human rights in our nation. Jazz—our own uniquely American art form—communicates the depth and communicates the range of human emotions, and jazz is also a supreme expression of artistic creativity.

I love almost every kind of music I have experienced, for music enriches the human intellect and spirit. It can provide solace or joy, it can entertain or educate. And music is a universal language which helps to bind together the human community.

- Andrew Young

Notes:



MUSIC OUTCOME I

Perceiving and Responding –
Aesthetic Education



High School

The student will demonstrate the ability to perceive, perform, and respond to music.

General Music

Expectation B

The student will practice and evaluate performance skills alone and in groups.

Indicators of Learning

1. The student will demonstrate and evaluate skills needed to perform in ensemble (e.g., blend, balance, intonation, rhythmic unity).
2. The student will perform simple original arrangements and compositions using a variety of classroom instruments and the voice.
3. The student will perform music containing both traditional and non-traditional performance techniques.
4. The student will sing a variety of songs with appropriate expression and style.
5. The student will perform in small ensembles with one or two students on a part.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME I : MUSIC

Expectation B

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicators One (1), Two (2), Three (3), Four (4), and Five (5)**

Students will rehearse, in small groups, a selection of music chosen to reinforce ensemble skills. **In responding to these indicators, groups will perform a rehearsed selection of music with particular attention to ensemble skills such as rhythmic unity, blend, balance, intonation, and cohesive articulation. Classmates will critique the performance.** This activity may be adapted for solo performance.



MUSIC OUTCOME I

Perceiving and Responding –
Aesthetic Education



High School

The student will demonstrate the ability to perceive, perform, and respond to music.

General Music

Expectation C

The student will respond to complex musical sound through movement.

Indicators of Learning

1. The student will interpret selections of music through expressive movement.
2. The student will conduct music in simple and compound meters in order to communicate rhythmic and expressive intent.
3. The student will demonstrate rhythmic accuracy through physical movement.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME I : MUSIC

Expectation C

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicator One (1)**

The student will listen to selected excerpts of music and choose physical movements that interpret the expressive qualities of the music. **In responding to this indicator, individuals or students in small groups, will create and perform movement phrases that interpret a selected musical composition.** (Individuals or groups could be given different selections of music or the same selection, depending upon the desired objective.)

Sample Strategy for **Indicators Two (2) and Three (3)**

Students will respond to a conductor's gestures by clapping metered rhythms correctly. **In responding to these indicators, a student will conduct the class. Classmates will clap steady eighth notes while the conductor changes the metric pattern. Members of the class will accent the downbeat indicating the ability to follow the conductor's beat pattern.** (To extend the activity, student conductors could vary the tempo and dynamic levels for expressive purposes.)



MUSIC OUTCOME I

Perceiving and Responding –
Aesthetic Education



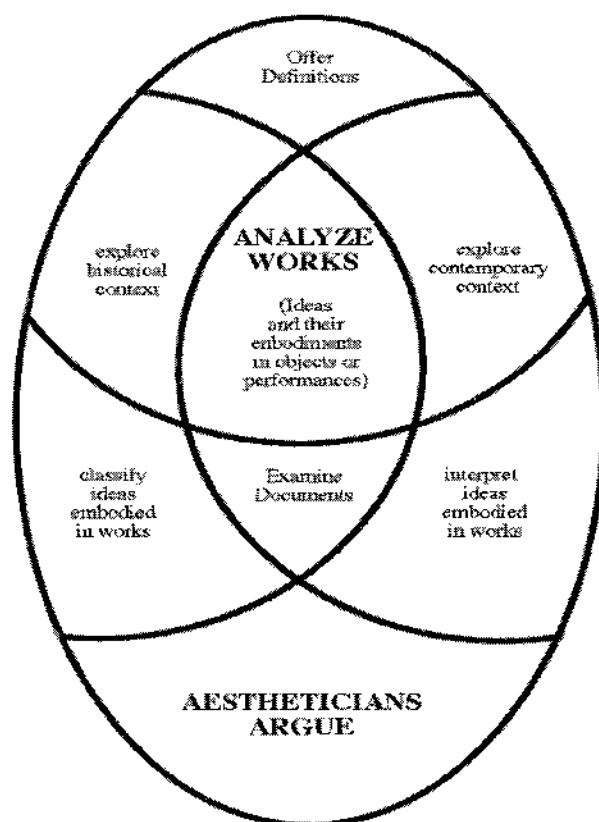
High School

The student will demonstrate the ability to perceive, perform, and respond to music.

General Music

Expectation D

The student will demonstrate competence in reading and notating music.



Indicators of Learning

1. The student will demonstrate ability to follow a printed score of up to four staves while listening to a musical excerpt.
2. The student will notate short melodic and rhythmic patterns from dictation.
3. The student will transpose a simple melody.
4. The student will notate original musical ideas.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME I : MUSIC

Expectation D

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicator One (1)**

The student will listen to a recording and follow a printed score of up to four staves. **In responding to this indicator, the student will listen to musical passages and, using auditory cues, mark designated passages in the score.**

Sample Strategy for **Indicators Two (2) and Three (3)**

The student will notate and transpose a melody from dictation. **In responding to these indicators, the student will be given the tonic chord, key note, starting pitch, meter, and tempo for a melodic line which will be taken from dictation. The student will include the correct meter and key signatures and will transpose the melody into at least one other key.**

Sample Strategy for **Indicator Four (4)**

The student will compose an eight-measure melody within given parameters. **In responding to this indicator, the student will write eight measures of melody in a given compound meter and key signature, using beat groupings that are idiomatic for the meter, proper stemming, and any other parameters agreed upon mutually by the class and the teacher.**



MUSIC OUTCOME II

Historical, Cultural, and
Social Context



The student will demonstrate an understanding of music as an essential aspect of history and human experience.

General Music

Expectation A

The student will make connections between music from the oral and written traditions of various cultures.

Indicators of Learning



1. The student will identify various roles in society performed by musicians and will describe contributions of representative individuals for each role.



2. The student will identify various functions of music in diverse cultures throughout history.



3. The student will demonstrate knowledge of appropriate audience behavior in accordance with cultural traditions and the context and style of music performed.



4. The student will demonstrate knowledge of the diversity of musical expression and the creative processes from which these endeavors emerge.

5. The student will identify various opportunities to perform and hear music in the local community and beyond.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME II : MUSIC

Expectation A

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicators One (1) and Five (5)**

The student will generate a list of roles musicians perform and the contributions they provide to society. **In responding to these indicators, the student will select and research a specific role musicians fill, choose an exemplary individual in that role, and describe how the musician contributes to society.** The student could create and maintain a notebook or bulletin board that includes opportunities in music such as audition notices, workshops, employment, and performance opportunities.

Sample Strategy for **Indicator Two (2)**

The student will investigate and compare the functions of music in selected cultures and differing historical periods. **In responding to this indicator, the student will select a world culture, to investigate and will describe the functions of music in that culture. Students will report their findings to the class and compare the variety of functions identified with those of their own culture.** (The student could also compare how music has functioned historically in his or her own culture over time.)

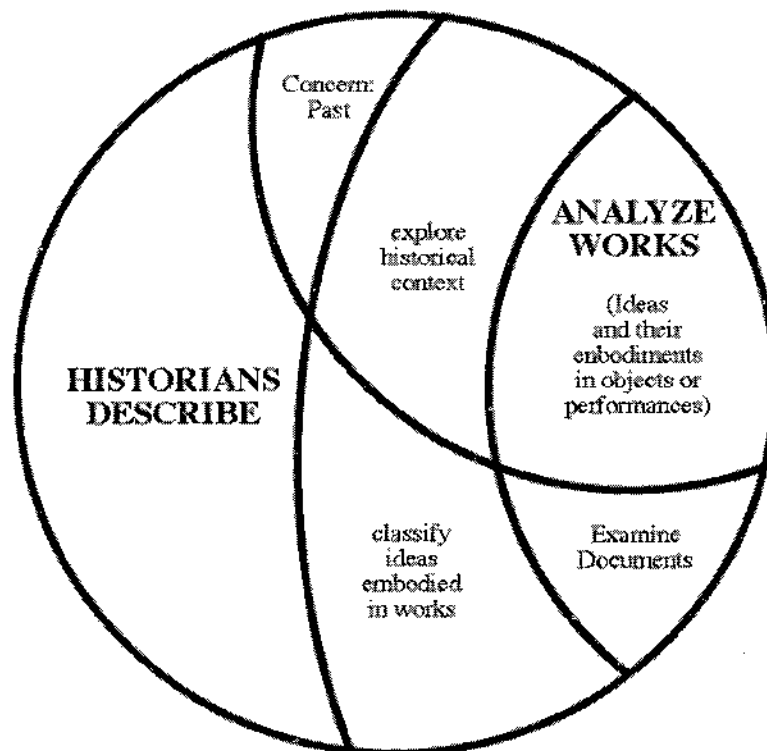
Sample Strategy for **Indicator Three (3)**

The student will view photographs or video recorded examples of audience behaviors and match them to written descriptions of concert settings. **In responding to this indicator, the student will investigate concert settings and audience behaviors that vary greatly depending upon cultural traditions, the style of the music being performed, the concert venue, and other variables.** (For example, audience participation at a jazz concert, an operatic performance, a symphony concert, or a popular music event varies greatly). **The student will discuss and draw conclusions about appropriate audience behavior that is in accordance with cultural traditions in the context and style of music performed.** (Students might also study traditions of audience behavior in non-Western cultures.)



Sample Strategy for Indicator Four (4)

The student will contrast two diverse musical compositions that emerged during the same historical period, focusing on the composers and their relationships with the social, political, and cultural environment. **In responding to this indicator, the student will select a culture or historical period, choose at least two composers from that culture or stylistic era who compose in contrasting styles, and explore reasons why composers develop unique styles while living in the same (or similar) social, political, and cultural environments.**



Notes:



MUSIC OUTCOME II

Historical, Cultural, and
Social Context



High School

The student will demonstrate an understanding of music as an essential aspect of history and human experience.

General Music

Expectation B

The student will describe the roles of music in reflecting and influencing diverse social structures.

Indicators of Learning

1. The student will demonstrate knowledge of the historical, musical, and cultural background of a representative sample of musical works.
2. The student will identify social and political events that have affected the writing style of great composers.
3. The student will demonstrate awareness of ways that technological advances impact performing, creating, and listening to music.
4. The student will identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them.



SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME II : MUSIC

Expectation B

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicators One (1) and Two (2)**

The student will investigate a social or political event and identify composers, musical compositions, and other artistic expressions that grew out of the event. **In responding to these indicators, the student will research social and political events, drama, fashion, dance, cuisine, art, and architecture. The student will prepare a culminating activity.** (For example, presentations for history classes, a festival, a dinner, an enhancement to a band or choral concert) (This strategy also satisfies Indicator II-C-1.)

Sample Strategy for **Indicator Three (3)**

The student will investigate the impact of technology on music. **In responding to this indicator the student will listen to and compare historic and contemporary recordings** (which could include phonograph recordings, analog and digital tapes, compact discs, and other emerging technologies). **The student will determine, through research and listening, how advances in recording techniques have impacted performers, composers, and listeners.**

Sample Strategy for **Indicator Four (4)**

The student will investigate how jazz emerged after the Civil War and the exemplary musicians who were key figures in the birth and early evolution of jazz style. **In responding to this indicator, the student will investigate social conditions after the Civil War that intersected with African and European musical traditions to create a uniquely American musical style. The student will include musicians who were important in the early development of jazz (and its precursors) and, where possible, include recordings to exemplify and support the work.** When feasible, students might include live performance to further illustrate some of the unique characteristics of jazz rhythms and improvisation. (This strategy also satisfies Indicators II-B-1 and II-B-2.)



MUSIC
OUTCOME II
Historical, Cultural, and
Social Context



The student will demonstrate an understanding of music as an essential aspect of history and human experience.

General Music

Expectation C

The student will identify influences and interactions among music, dance, theatre, the visual arts and other disciplines.

Indicators of Learning

1. The student will compare common elements in music, dance, theatre, and visual art from Western and non-Western cultures.
2. The student will use nonverbal media (e.g., visual art, movement) to interpret music.
3. The student will analyze selections of music which were inspired by literature, visual art, drama, or other means of artistic expression.
4. The student will explain ways in which the principles and subject matter of various disciplines are interrelated with those of music.
5. The student will explain how roles of creators, performers, and others involved in production and presentation of music are similar to and different from one another in the various arts.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME II : MUSIC

Expectation C

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for Indicator One (1)

The student will examine structural relationships found among the fine arts in two or more cultures. **In responding to this indicator, the student will compare characteristics of music, visual art, dance, or theatre through performance and hands-on activities. Examples could include:**

Music	Visual Art	Dance	Theatre
melody	line	line	phrasing
timbre	color	lighting	lighting
form	shape	shape	form
rhythm	rhythm	time	time
texture	texture	space	space

Sample Strategy for Indicators Two (2) and Five (5)

The student will identify artists who were influenced by music (for example, Matisse, Kandinsky, and Mondrian), describe how selected art works reflect musical styles, and create original images that reflect the same musical styles. **In responding to these indicators, the student will select a modern piece of music from the same time that an exemplary art work was created. The student will investigate other art forms, from the same time period, that show a stylistic relationship to the selected musical and visual exemplars, and then create an original work of art that reflects a different musical selection in the same style. The student will prepare a presentation for the class, using the images created and related musical examples.**

Sample Strategy for Indicators Three (3) and Four (4)

The student will read Edna Ferber's novel *Show Boat* and compare it to the musical adaptation by Jerome Kern and Oscar Hammerstein. **In responding to these indicators, the student will select a song from the musical adaptation and describe how**



the song amplifies or provides deeper insight into a particular character or situation.

Sample Strategy for Indicator Four (4)

The student will select music related to a theme (such as freedom, conflict, or independence) and identify images that depict successfully the same theme. **In responding to this indicator, the student will create and discuss presentations** (for example, reports, art works, bulletin boards, multimedia demonstrations), **and show how subject matter from various disciplines, including music, may be used to interpret the same theme.**

Sample Strategy for Indicator Five (5)

The student will explore how the roles of creators, performers and other personnel in the performing arts interrelate to create a final presentation. **In responding to this indicator, the student will use available resources** (such as community artists, teachers, or students with experience in the performing arts) **and will participate in a panel discussion in which the roles will be compared.**



Notes:



MUSIC OUTCOME II

Historical, Cultural, and
Social Context



High School

The student will demonstrate an understanding of music as an essential aspect of history and human experience.

General Music

Expectation D

The student will demonstrate knowledge of a wide variety of representative musical styles and genres.



Indicators of Learning

1. The student will identify and compare styles and genres of music from Western and non-Western cultures.
2. The student will identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them.
3. The student will analyze factors that influence relationships between a composer's work and his or her environment.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME II : MUSIC

Expectation D

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategies for **Indicator One (1)**

Students will use resources provided by members of the class to explore ethnic diversity in music. **In responding to this indicator, students from various ethnic backgrounds will demonstrate music and instruments from their personal cultural heritage.** The class will be encouraged to share and celebrate the diversity of backgrounds which may be present in the group. (For example, a student from India could perform a traditional Indian song and dance or a student who has multiple ethnic or cultural backgrounds could select one to investigate.)

The student will identify similarities and differences among musical styles of several cultures. **In responding to this indicator, the student will listen to music of selected cultures. The student will chart each selection of music, including instruments, rhythmic characteristics (including meter, if any), type of harmony, purpose of the composition, and other relevant characteristics.**

Sample Strategy for **Indicator Two (2)**

The student will trace the development of jazz as a unique American style, describing its evolution from African and European roots. **In responding to this indicator, students will choose musical selections that are exemplars of stylistic change in jazz and representative musicians. Students will create an audio-visual presentation that traces the development of jazz.** (A continuation of this activity could include the influences of jazz on popular styles.)

Sample Strategy for **Indicator Three (3)**

The student will compare musical works representing a variety of eras, ethnic origins, and environmental influences. **In responding to this indicator, the student will prepare a class presentation that describes techniques of composition, performance practices, and how social, cultural, and political factors (i.e., environmental influences) affect a selected composer's work. The student will support conclusions using appropriate recorded examples.**



MUSIC
OUTCOME III
Creative Expression and
Production



The student will demonstrate the ability to organize musical ideas and sounds creatively.

General Music

Expectation A

The student will perform musical improvisations using traditional and original techniques.

Indicators of Learning

1. The student will improvise vocal and instrumental music based on student generated graphic notation.
2. The student will improvise stylistically appropriate accompaniments on a keyboard or other suitable instrument using traditional chord symbols.
3. The student will improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality.
4. The student will improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME III : MUSIC

Expectation A

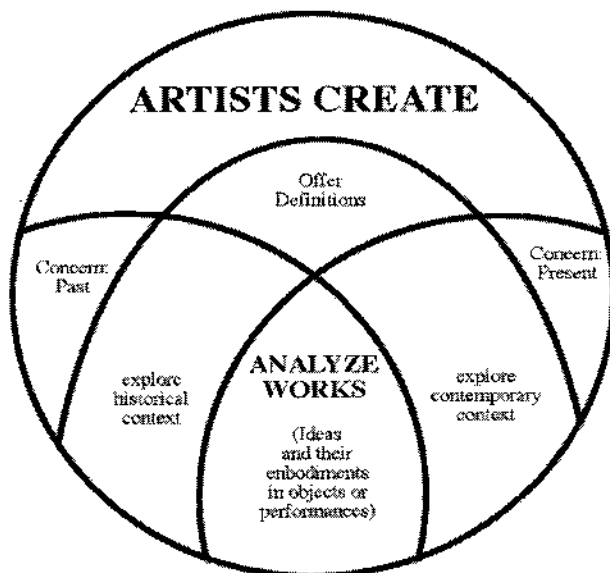
The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicator One (1)**

The student will devise graphic notation and use it to improvise original music. **In responding to this indicator, the student will design graphic notation to be displayed to the class via computer, chart paper, overhead projector, or on the board. The class will improvise vocal or instrumental music based on the graphic notation created.**

Sample Strategy for **Indicators One (1), Two (2), Three (3), and Four (4)**

The student will use music literature from a variety of sources and cultures as a basis for improvisation and will improvise appropriate accompaniments on available instruments. **In responding to these indicators, the student will choose a song or instrumental selection and create rhythmic and melodic variations in major and minor keys. The student will create original melodies using the harmonic structure of the same selection.** (Attention should be given to consistency in style, meter, and tonality.)



MUSIC
OUTCOME III
Creative Expression and
Production



The student will demonstrate the ability to organize musical ideas and sounds creatively.

General Music

Expectation B

The student will structure arrangements and compositions using appropriate notation and forms.

Indicators of Learning

1. The student will demonstrate knowledge of major and minor scales, intervals, chords, and chord progressions.
2. The student will create or transcribe short musical compositions in several distinct styles, using the elements of music for expressive effect.
3. The student will compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the characteristics of the sound sources.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME III : MUSIC

Expectation B

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicator One (1)**

The student will listen to and identify major and minor scales, intervals, chords, and chord progressions. **In responding to this indicator, the student will hear and distinguish among major and minor scales; perfect, major, and minor intervals; major, minor, augmented, and diminished chords; and standard cadential formulas** (for example, I, IV, V7, I; IV, I; I, IV, V7; and I, IV, V7, vi).

Sample Strategy for **Indicator Two (2)**

The student will transcribe a brief instrumental or vocal excerpt for a different medium while preserving or enhancing the expressive effect of the original. **In responding to this indicator, the student will choose a simple vocal or instrumental work and transcribe a portion of it for an alternate performance medium. The student will either preserve the original expressive effect of the music or alter it. The student will critique the effectiveness of the transcriptions and justify the choices.** (This strategy also satisfies Indicators IV-A-2, IV-A-3, and IV-A-4.)

Sample Strategy for **Indicator Three (3)**

The student will review traditional notation and scoring practices and create, analyze, and evaluate a brief musical composition in ABA form. **In responding to this indicator, the student will compose a twelve-measure piece in ABA form. The A section will consist of a four measure phrase in common meter. The B section will provide a musical contrast in ways explained by the student. The composition will be scored appropriately for voice or specified instruments.**



MUSIC

OUTCOME IV

Aesthetics and Criticism



High School

The student will demonstrate the ability to make aesthetic judgments.

General Music

Expectation A

The student will evaluate selected musical compositions using established criteria.

Indicators of Learning

1. The student will outline evaluative criteria based on the elements of music.
2. The student will make and defend independent judgments concerning the functions of harmony, timbre, texture, form, and any other appropriate characteristics in a selection of music.
3. The student will evaluate a composition or arrangement by comparing it to similar or exemplary models.
4. The student will use developed criteria to evaluate the artistic quality of musical compositions.



SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME IV : MUSIC

Expectation A

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicator One (1)**

The student will use the elements of music (such as rhythm, dynamics, timbre, and pitch) in developing criteria to evaluate music compositions objectively. **In responding to this indicator, the student will attend a concert and write a critique based upon the developed criteria.**

Sample Strategy for **Indicator Two (2)**

The student will examine his or her reactions to and judgments of music over time, and compare responses to established criteria. **In responding to this indicator, the student will maintain a journal noting personal responses to musical selections heard over a given period of time, compare his or her reactions to criteria established and revised by the class, and defend the judgments in terms of selected musical characteristics.**

Sample Strategy for **Indicators Three (3) and Four (4)**

The student will evaluate compositions using an agreed-upon set of criteria. The student will then compare several compositions and determine which works are most effective by reflecting the established criteria. **In responding to these indicators, the student will identify and list evaluative criteria and will develop a numerical ranking system to be used in comparing several different compositions. The student will average the class rankings, for each criterion, to determine which works were judged most effective by the class.**



MUSIC OUTCOME IV

Aesthetics and Criticism



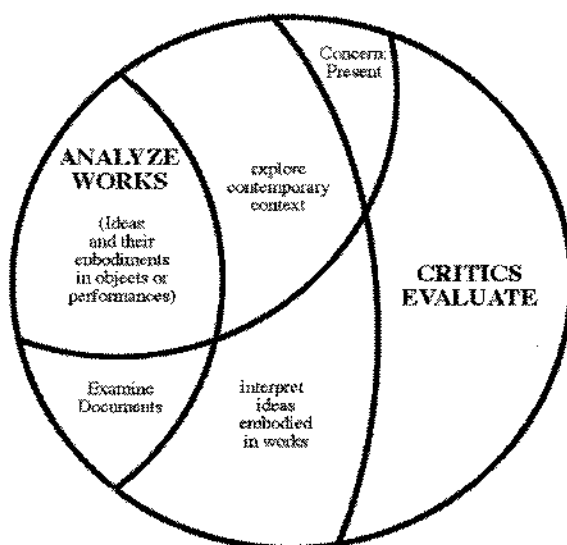
High School

The student will evaluate recorded and live performances using established criteria to make qualitative judgments.

General Music

Expectation B

The student will formulate, apply, and communicate criteria for evaluating personal performances and those of others.



Indicators of Learning

1. The student will develop, assess, and revise standards to evaluate personal musical performance.
2. The student will critique the performance of others within the classroom setting using predetermined criteria.
3. The student will critique personally recorded solo and group performances using established criteria.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME IV : MUSIC

Expectation B

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicators One (1) and Two (2)**

The student will develop and use an assessment tool to critique personal musical performance. **In responding to these indicators, the student will listen to recorded personal performances and evaluate them, using either a self-developed assessment tool or one developed cooperatively with classmates. The student will modify the assessment tool as appropriate.**

Sample Strategy for **Indicator Three (3)**

The student will use a developed assessment tool to critique recorded solo or group performances. **In responding to this indicator, the student will critique performances and make qualitative judgments based on established criteria.**





High School

**Instrumental/Vocal Music
Essential Learner Outcomes**

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Maryland State Department of Education

MUSIC OUTCOME I

Perceiving and Responding –
Aesthetic Education



High School

The student will demonstrate the ability to perceive, perform, and respond to music.

Instrumental and Vocal Music

Expectation A

The student will describe the characteristics of musical sounds.

Indicators of Learning

1. The student will identify elements of music, including melody, rhythm, harmony, form, and texture; expressive devices; and tension and release, using music performed in the ensemble.
2. The student will describe structural characteristics, such as elements of form, order of themes or phrases, and the nature of variations experienced in a rehearsal or a given aural example.
3. The student will describe differences in interpretation of two or more performances of the same musical selection.
4. The student will identify and explain compositional techniques used to provide unity and variety, tension and release in musical works.
5. The student will analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, and will describe uses of the elements of music.
6. The student will compare and contrast ways that the elements of music and accompaniment or instrumentation are used in a variety of compositions.
7. The student will analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME I : MUSIC

Expectation A

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for Indicators One (1), Four (4), and Seven (7)

The student will perform, analyze, and place in historical perspective a work by a prominent composer. **In responding to these indicators, the student, as a member of a vocal or instrumental ensemble, will perform and analyze a work by a prominent composer, discussing the ways in which the selection is representative of historical or cultural perspectives, recognizing the correct stylistic interpretation of the score. After the ensemble learns and records a performance of the work, the student will critique the performance. The student will consider the performance in terms of stylistic correctness and discuss qualities of the performance and the work that make it, unique, interesting, and expressive and present the findings to the class.**

Sample Strategy for Indicators Three (3), and Seven (7)

The student will compare the aesthetic nuances of two performances of the same composition. **In responding to these indicators the student will listen to and analyze two professional recordings of the same selection of music. The analysis will be based on tempo, phrasing, dynamics, and musical style. Through group discussion, the student will compare the qualities of each performance that make it unique, interesting, and expressive.** (This strategy also satisfies Indicator IV-A-3.)

Sample Strategy for Indicator Four (4)

The student will explore and analyze reasons composers use dissonance in music. **In responding to this indicator, the student will identify examples of dissonance in music. Ensemble members will sing or play phrases containing dissonant harmonies, isolate the specific pitches which cause tension, and discuss reasons for using dissonance in the work and music in general.** (This strategy also satisfies Indicator IV-A-4.)

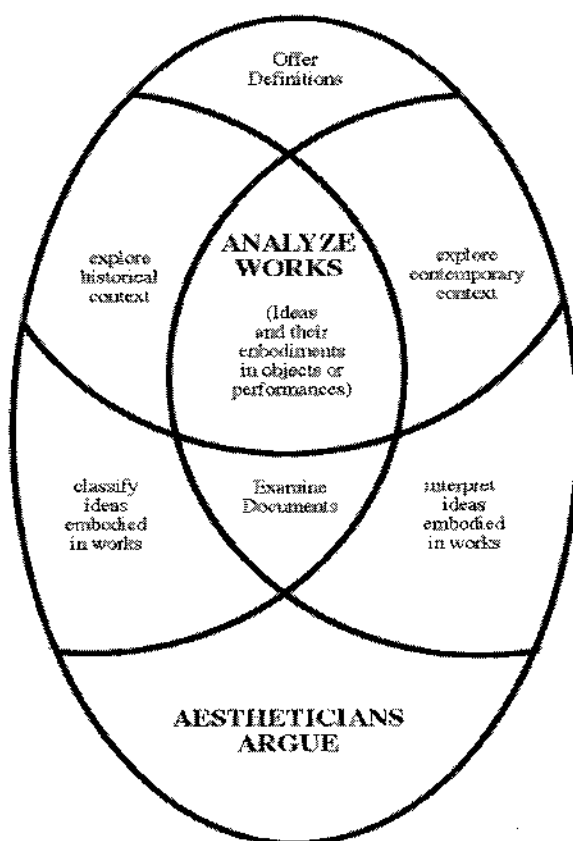


Sample Strategy for Indicators One (1), Two (2), and Five (5)

The student will integrate listening skills and processes by identifying, analyzing, and verbalizing about the music he or she hears. **In responding to these indicators, the student will listen to and analyze the elements and structural characteristics of a varied repertoire of instrumental and vocal music, determining genre, unique style features, and cultural influences.**

Sample Strategy for Indicator Six (6)

The student will perform, compare, and evaluate stylistically dissimilar arrangements of instrumental or vocal music. **In responding to this indicator, the student will compare stylistically different arrangements of the same melody, analyzing how the arrangers have used the elements of music to create unique styles. The student will evaluate the arrangements using criteria established in class.** (This strategy also satisfies Indicators IV-A-1 and IV-A-3.)



Notes:



MUSIC OUTCOME I

Perceiving and Responding –
Aesthetic Education



High School

The student will demonstrate the ability to perceive, perform, and respond to music.

Instrumental

Expectation B

The student will practice and evaluate performance skills alone and in groups.

Indicators of Learning

1. The student will demonstrate appropriate posture, embouchure, breath control, articulation, sticking, bowings, or any other techniques relevant to the performance medium.
2. The student will demonstrate ability to tune his or her musical instrument.
3. The student will demonstrate ability to properly care for his or her musical instrument.
4. The student will play an appropriate part, demonstrating well-developed ensemble skills.
5. The student will play major, minor, and chromatic scales using a variety of note values.
6. The student will sing an appropriate instrumental line within personal vocal range.
7. The student will play, with correct phrasing, appropriate expression, suitable tone quality, and accurate intonation, a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6, including some works performed from memory.

8. The student will play an appropriate part, in large and small ensembles (with one student on a part), with proper attention to intonation, articulation, correct notes, dynamic levels, and tempo.

9. The student will use alternate fingerings to improve intonation or playing efficiency when appropriate.

10. The student will follow a conductor while maintaining proper tempo, balance, blend, and style.

11. The student will demonstrate requirements for an ensemble performer, including proper rehearsal and concert behavior, part preparation, and responsibility to the section.

For its inherent aesthetic and humane nature, the education for the pursuit, enjoyment, and love of good music must be considered every child's birthright. The search for enduring worth starts and ends with it.

- Karl Haas



MUSIC OUTCOME I

Perceiving and Responding – Aesthetic Education



High School

The student will demonstrate the ability to perceive, perform, and respond to music.

Vocal

Expectation B

The student will practice and evaluate performance skills alone and in groups.

Indicators of Learning

1. The student will demonstrate a variety of vocal warmup procedures and discuss their purposes.
2. The student will demonstrate good posture, breath control, articulation, enunciation, and vowel production.
3. The student will sing, with correct phrasing, appropriate expression, and accurate intonation, a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory.
4. The student will sing an assigned part in an ensemble accurately, with or without accompaniment.
5. The student will demonstrate knowledge to properly care for his or her vocal instrument.
6. The student will sing with a clear and resonant tone quality that blends with the ensemble.

-
7. The student will sing an appropriate part in an ensemble with proper attention to intonation, articulation, correct notes, dynamic skills, and tempo.
8. The student will follow a conductor while maintaining proper tempo, balance, blend, and style.
9. The student will demonstrate requirements for an ensemble performer, including proper rehearsal and concert behavior, part preparation, and responsibility to the section.

Music is the soul of life asking each of us to join its chorus. Won't you too join the excellence of music?

- Marua N. Collins



Notes:

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME I : MUSIC

Expectation B

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicators 1, 2, 4, 7, 8, and 11 (Instrumental); 1, 2, 3, 4, 6, 7, and 9 (Vocal)**

The student will have an integrated rehearsal experience recognizing and correcting performance challenges typical of a musical ensemble. **In responding to these indicators, the student will rehearse in small ensembles, demonstrating technique relative to the performance medium, a selection of music (at least grade 4 difficulty). The student will analyze and correct problems in phrasing, expression, intonation, tone quality, balance, blend, articulation, and other musical qualities peculiar to the instrument and style of the pieces being performed. The student will perform, for the class, in small ensembles explaining the problems encountered and methods used to correct them. In a vocal ensemble, attention will also be given to enunciation, vowel production, posture, breath control, articulation, and other characteristics unique to choral music. The class will evaluate each presentation.**

Sample Strategy for **Indicators Vocal One (1) and Five (5)**

The student will learn proper warm up techniques and share them with the class in order to affirm the proper care of the voice. **In responding to these indicators, the student will plan and conduct a choral warm up drill for the class. The student will instruct the ensemble regarding the purpose of each warm up activity. Ensemble members will follow the student conductor's verbal and nonverbal instructions, demonstrating knowledge of the proper care of one's vocal instrument. The student will evaluate the experience with feedback from the ensemble.**

Sample Strategy for **Instrumental Indicator Two (2)**

The student will develop increased ability to discriminate aurally fine differences in pitch in order to play his or her instruments in tune. **In responding to this indicator, the student will listen to a reference pitch and tune their instruments. The student will diagnose differences in pitch, showing an understanding of beat elimination, and demonstrate ways of improving intonation.**



Sample Strategy for **Instrumental Indicator Three (3)**

The student will demonstrate ability to care for his or her musical instruments. **In responding to this indicator, the student will individually demonstrate the proper care techniques of his or her instruments, including cleaning, oiling, swabbing, and any other procedures needed for proper maintenance.**

Sample Strategy for **Instrumental Indicators Five (5) and Nine (9)**

The student will demonstrate the ability to play scales using, when appropriate, alternate fingerings. **In responding to these indicators, the student will review the step patterns of major, minor, and chromatic scales and will notate and perform them from a given pitch using appropriate alternate fingerings to improve intonation or playing efficiency.**

Sample Strategy for **Indicators Six (6) and Ten (10) (Instrumental); Eight (8) (Vocal)**

The student will perform, following the non-verbal cues of a conductor. **In responding to these indicators, the student, as a member of the ensemble, will perform a selection while a conductor indicates tempo and style changes for the ensemble to follow. The instrumental student will repeat the activity vocally.**

Notes:



MUSIC OUTCOME I

Perceiving and Responding –
Aesthetic Education



High School

The student will demonstrate the ability to perceive, perform, and respond to music.

Instrumental and Vocal Music

Expectation C

The student will analyze and respond to complex musical sound through movement.

Indicators of Learning

1. The student will conduct the basic two, three, and four patterns and a variety of asymmetrical patterns.
2. The student will demonstrate rhythmic accuracy or musical expression through physical movement.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME I : MUSIC

Expectation C

The following is an example of a classroom instructional strategy that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicators One (1) and Two (2)**

The student will respond to a conductor's gestures by clapping metered rhythms correctly. **In responding to these indicators, the student will conduct the ensemble during warm ups. The ensemble will clap steady eighth notes while the conductor changes the metric pattern. The ensemble will accent the downbeat indicating the ability to follow the conductor's beat pattern.** (To extend the strategy, student conductors could vary the tempo and dynamic levels for expressive purposes.)



MUSIC OUTCOME I

Perceiving and Responding –
Aesthetic Education



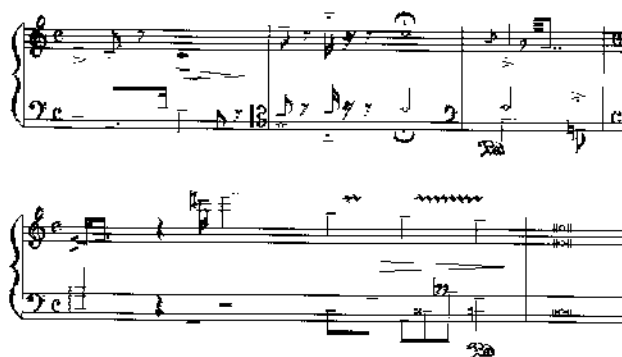
High School

The student will demonstrate the ability to perceive, perform, and respond to music.

Instrumental and Vocal Music

Expectation D

The student will perform music, reading from both traditional and non-traditional notation.



1. The student will correctly interpret pitches, rhythms, and other notational symbols using musically appropriate techniques.
2. The student will demonstrate skill in reading music by correctly singing or playing passages from music appropriate to the developmental level.
3. The student will demonstrate, through performance, an independent knowledge of expressive markings used in musical scores.
4. The student will sight read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME I : MUSIC

Expectation D

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicators One (1) and Two (2)**

The student will critique an adjudicated performance. **In responding to these indicators, the student, as a member of an ensemble, will prepare a graded selection of music and perform it at an adjudicated festival. The student will then critique the recorded performance. Subsequently, the results of the adjudication will be shared for class analysis and integration.** (All members will be encouraged to make positive suggestions in order to enhance future performances. Students of the ensemble will demonstrate proper audience behavior during the festival.) (This strategy also satisfies Indicators IV-B-2, IV-B-3, and IV-B-4.)

Sample Strategy for **Indicators Two (2) and Three (3)**

The student will sight read short musical passages independently and correctly while following expression markings in the score. **In responding to these indicators, the student will sing or play** (individually or in a small group) **a short selection of music at an appropriate grade level, demonstrating skill in sight reading and knowledge of dynamics and expression.**

Sample Strategy for **Indicators Two (2), Three (3), and Four (4)**

The student will sightread accurately and with expression as a member of a performing group. **In responding to these indicators, the student, as a member of an ensemble, will perform a sight reading exercise consisting of counting, clapping, and singing or playing parts prior to performing the music. The student will count, clap, and sing or play the music with proper expression including dynamics, tempo, and style. The sight reading example will be grade level of 3 or above.**



MUSIC OUTCOME II

Historical, Cultural, and
Social Context



The student will demonstrate an understanding of music as an essential aspect of history and human experience.

Instrumental and Vocal Music

Expectation A

The student will make connections between music from the oral and written traditions of various cultures.

Indicators of Learning

1. The student will identify various roles in society performed by musicians and will describe contributions of representative individuals for each role.
2. The student will identify and discuss reasons for choosing choral or instrumental music as a performance medium.
3. The student will demonstrate knowledge of the ways choral and instrumental ensemble music are used in cultures of the United States and other countries.
4. The student will identify and trace the evolution of genres of music from various cultures.
5. The student will name well-known musicians associated with various genres of music.
6. The student will identify various opportunities to perform and hear music in the local community and beyond.
7. The student will identify and explain the stylistic features of a given musical work to define its aesthetic tradition and its historical or cultural context.
8. The student will compare and contrast choral and instrumental ensemble music in the United States with that of other cultures.
9. The choral music student will sing music in various languages.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME II : MUSIC

Expectation A

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicators One (1), Three (3), Four (4), Five (5), and Seven (7)**

Students will select a musical form (for example, march, lullaby, folk song) and compare and contrast its functions in different cultures, tracing its evolution and development through different historical periods. **In responding to these indicators, the student will identify the form and stylistic features of select examples representing diverse historical and cultural traditions, including contributions of relevant composers and other musicians.** (This strategy also satisfies Indicators IV-A-2 and IV-A-4.)

Sample Strategy for **Indicator Two (2)**

Students will explore reasons they are attracted to musical performance as a member of a performing ensemble. **In responding to this indicator, students, in small groups, will discuss and list reasons for choosing to participate in a performing ensemble. The student will develop personal goals from the list that might serve as a foundation for lifelong pursuits in music.**

Sample Strategy for **Indicators Three (3), Seven (7) and Eight (8)**

The student will identify and compare styles of instrumental and vocal music, listening to examples of music from various cultures. **In responding to these indicators, the student will complete a listening chart which includes information such as the source of the sound, the size of the group, rhythm, melody, mood, and use of repetition and contrast. After drawing conclusions about the function of the music, the intended audience or occasion for performance, the student will engage in class discussion and share responses.**



Sample Strategy for **Indicators Four (4) and Seven (7)**

The student will demonstrate general knowledge of the music they have performed throughout the year. **In responding to these indicators, the student will keep a journal describing selections performed throughout the year. Journal entries will include related historical and social events, cultural context, composers, and stylistic characteristics of the music.**

Sample Strategy for **Indicator Six (6)**

Students will investigate music as an avocation in the local community to determine available opportunities. **In responding to this indicator, the student will list available avenues for performance, including styles of music performed, rehearsal requirements, and audition dates and deadlines. The student will identify the performance opportunities he or she would like to see available and compare the two lists. The student will develop an action plan for the community that describes the nature of the new activity, sponsorship, logistics, structure, and possible financial requirements.** (This activity could be developed into a community service project.)

Sample Strategy for **Indicators Seven (7) and Nine (9)**

The student will analyze and explain the cultural and historical significance of selected works. **In responding to these indicators, the student will identify the stylistic features and the influence of culture and historical events on a composition being performed by the class. The student will investigate how, if at all, the works influenced society and culture.** (Vocal students will perform selected works in the original language.)

Sample Strategy for **Indicator Nine (9)**

The student will demonstrate the ability to sing music in a variety of languages. **In responding to this indicator, the student, as a member of a vocal ensemble, will perform music in several languages. The student will discuss the advantages of performing a selection of music in its original language and demonstrate an understanding of the text.**

Notes:



MUSIC OUTCOME II

Historical, Cultural, and
Social Context



The student will demonstrate an understanding of music as an essential aspect of history and human experience.

Instrumental and Vocal

Expectation B

The student will describe the roles of music in reflecting and influencing diverse social structures.

Indicators of Learning

1. The student will discuss the roles choral or instrumental music have played throughout history.
2. The student will discuss the historical and cultural significance of the works performed in the ensemble.
3. The student will demonstrate knowledge of the evolution and diversity of choral or instrumental ensembles.
4. The student will demonstrate knowledge of the diversity of choral or instrumental styles throughout history and of the creative processes which engendered them.
5. The student will demonstrate awareness of technological advances as they impact on performing, creating, and listening to music.
6. The student will discuss the opportunities available and qualifications needed to pursue careers in music.
7. The choral music student will demonstrate understanding of song texts as they relate to the music.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME II : MUSIC

Expectation B

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicators One (1), Two (2), Three, (3), and Four (4)**

The student will investigate choral or instrumental music representing a wide diversity of cultures. The music will be selected to reflect the evolution of ensembles and the works they perform. **In responding to this indicator, the student will present a project that includes the time period covered in the investigation, the composers or arrangers of the works, how the performing ensembles relate to common practice in the period and culture, and the historical and cultural significance of the works.**

Sample Strategy for **Indicator Five (5)**

The student will investigate the impact of technology on music. **In responding to this indicator, the student will listen to and compare historic and contemporary recordings** (which could include phonograph recordings, analog and digital tapes, compact discs, and any other technologies). **The student will determine, through research and listening, how advances in recording techniques have affected performers, composers, and listeners.**

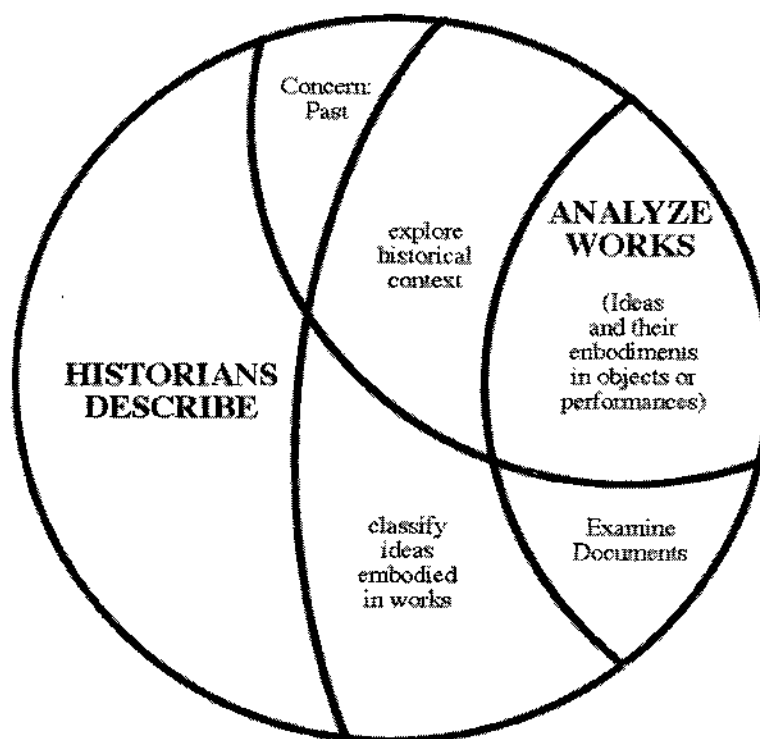
Sample Strategy for **Indicator Six (6)**

The student will explore career opportunities in music. **In responding to this indicator, the student will investigate occupations requiring musical expertise. Discussion will include the kinds of preparation needed in order to pursue each career. The student will interview local professionals to determine career preparation requirements and what brings a sense of career satisfaction and fulfillment to the professional.** (Professional musicians could visit the class to enrich the discussion.)



Sample Strategy for Indicator Seven (7)

The student will analyze a composition that is based on a recognized literary work and will discuss how the composer wrote the music to reflect the words. **In responding to this indicator, the student will examine a portion of a selected work-in-progress to determine composition devices used to portray words, verbal phrases, ideas, and feelings in the text. The student will describe techniques that will most effectively reveal the text through discerning musical performance.**



Notes:



MUSIC OUTCOME II

Historical, Cultural, and
Social Context



The student will demonstrate an understanding of music as an essential aspect of history and human experience.

Instrumental and Vocal

Expectation C

The student will recognize influences and interactions among music, dance, theatre, the visual arts, and other disciplines.

Indicators of Learning

1. The student will perform ensemble literature from a variety of historical periods, styles, and cultures and will relate its characteristics to the elements of dance, theatre, visual arts, and other disciplines.
2. The student will perform improvisations based on concepts and techniques from dance, theatre, and visual arts.
3. The student will explain ways that the principles and subject matter of various disciplines are interrelated with those of music.
4. The student will explain how the roles of creators, performers, and others involved in production and presentation are similar to and different from one another in the various arts.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME II : MUSIC

Expectation C

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicator One (1)**

The student will review common elements among the arts and describe how the use of elements in visual art might influence interpretation of music. **In responding to this indicator, the student will examine reproductions of paintings that have a stylistic relationship to a musical work being rehearsed to find commonalities. The student will analyze the common elements and determine ways they might impact upon the performance of the work.**

Sample Strategy for **Indicator Two (2)**

The student will compare similarities between improvisational theatre and improvisation in music. **In responding to this indicator, the student will choose two contrasting emotions (such as conflict and peace or jealousy and tenderness) and perform an improvisation, in ABA form, that begins with one emotion, gradually moves into the second emotion, and ends with the original.** (A different student could be assigned to each section or the improvisation could be performed by a small group.) **The student will critique the result, suggest ways to improve the improvisation, and repeat the exercise.**

Sample Strategy for **Indicator Three (3)**

The student will relate music to an event (such as a holiday or harvest) and identify images that depict the event. **In responding to this indicator, the student will select images for a multimedia presentation which could be used to enhance a performance of the work.**



Sample Strategy for **Indicator Four (4)**

The student will compare the roles of composers, performers, visual artists, choreographers, and directors who are involved in the production and presentation of creative works. **In responding to this indicator, the student will investigate the roles of the various personnel involved in the creation and performance of an opera. The student will organize and present an operatic scene, selecting other students to write the libretto, compose music, perform, design and create sets, direct, manage, and be involved in any other activities the class decides will be needed to have an effective production. Each student will write a brief paper describing the process, how it might be improved, and the effectiveness of the performance.** The opera scene could be videotaped and critiqued by the class.

Music is truly an international medium with audiences all over the world responding to and enjoying the same themes and emotions. Music is a tribute to the human spirit.

- Roberta Peters

Notes:



MUSIC OUTCOME II

Historical, Cultural, and
Social Context

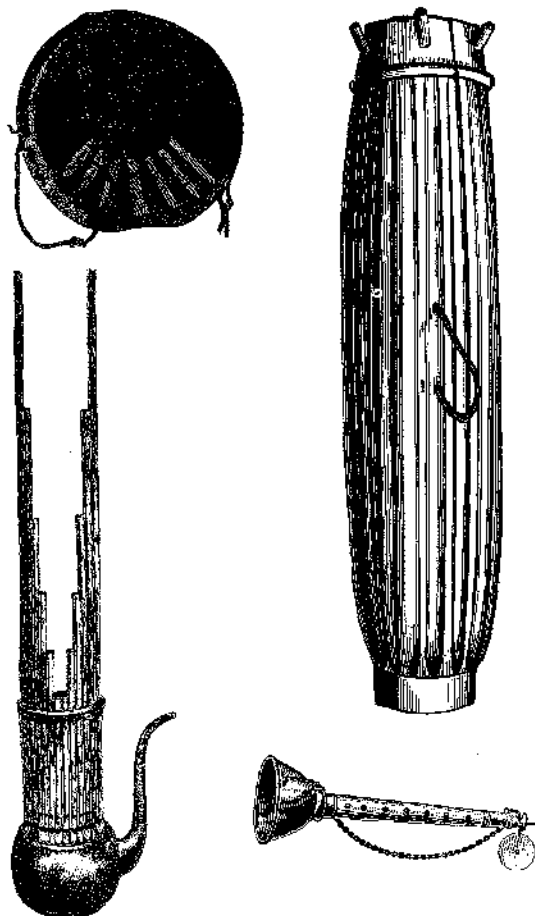


The student will demonstrate an understanding of music as an essential aspect of history and human experience.

Instrumental and Vocal

Expectation D

The student will demonstrate knowledge of a wide variety of representative musical styles and genres.



Indicators of Learning

1. The student will demonstrate knowledge of appropriate performance styles while singing or playing music from a variety of eras and ethnic origins.
2. The student will analyze factors that influence relationships between a composer's work and environment.
3. The student will identify and compare styles of music from Western and non-Western cultures.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME II : MUSIC

Expectation D

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicators One (1) and Two (2)**

The student will compare musical works representing a variety of eras, ethnic origins, and environmental influences. **In responding to these indicators, the student will compare selected musical works, by classifying differences in dynamics, articulations, timbre, melody, rhythm, and other relevant musical characteristics. The student will discuss techniques of composition, performance practices, and how social, cultural, and political factors (i.e., environmental influences) affect the composer's work. The student will then demonstrate understanding of the works through stylistically accurate performances.**

Sample Strategies for **Indicator Three (3)**

Students will use resources provided by members of the class to explore ethnic diversity in music. **In responding to this indicator, students from various ethnic backgrounds will demonstrate music and instruments from their personal cultural heritage. The class will be encouraged to share and celebrate the diversity of backgrounds which may be present in the group.** (For example, a student from India could perform a traditional Indian song and dance or a student who has multiple ethnic or cultural backgrounds could select one to investigate.)

The student will identify similarities and differences among musical styles of several cultures. **In responding to this indicator, the student will listen to music of selected cultures. The student will chart each selection of music including instruments, rhythmic characteristics (including meter, if any), type of harmony, purpose of the composition, and other relevant characteristics.**



MUSIC
OUTCOME III
Creative Expression and
Production



The student will demonstrate the ability to organize musical ideas and sounds creatively.

Instrumental and Vocal Music

Expectation A

The student will perform musical improvisations using traditional and original techniques.

Indicators of Learning

1. The student will improvise original melodies in a variety of styles over given chord progressions, each in a consistent style, meter, and tonality.
2. The student will improvise stylistically appropriate countermelodies or free contrapuntal lines to embellish familiar melodies.
3. The student will improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.

To imagine a home, a school, or a life without music is to imagine the dreariest of existences.

- Tom Batink

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME III : MUSIC

Expectation A

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for Indicators One (1) and Two (2)

The student will improvise original music using a variety of electronic and acoustic resources. **In responding to these indicators, the student will use acoustic instruments and technologies, including computers and electronic instruments. The student will create melodic and rhythmic improvisations in a variety of styles over given chord progressions. Other students will improvise stylistically consistent countermelodies.**

Sample Strategy for Indicators Two (2) and Three (3)

The student will improvise original music based on traditional musical concepts. **In responding to these indicators, the student will create original melodic and rhythmic variations for melodies (taken from a variety of ethnic musical literature) based on pentatonic, major, and minor scales. The student will improvise ostinati, countermelodies, or other appropriate embellishments, using a variety of traditional instrumental and vocal techniques, as well as newly created sounds.**



MUSIC OUTCOME III

Creative Expression and
Production



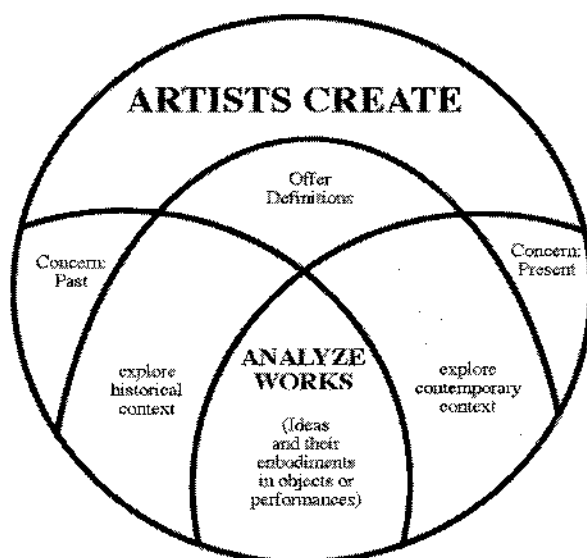
High School

The student will demonstrate the ability to organize musical ideas and sounds creatively.

Instrumental and Vocal Music

Expectation B

The student will structure arrangements and compositions using appropriate notation and forms.



Indicators of Learning

1. The student will create and perform short musical compositions.
2. The student will write traditional music notation, including major and minor scales, modes, and arpeggios.
3. The student will transcribe simple pieces for voices or instruments in ways that preserve or enhance the expressive effect of the music.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME III : MUSIC

Expectation B

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategies for **Indicators One (1) and Two (2)**

The student will review traditional notation and scoring practices to create, analyze, and evaluate a brief musical composition. **In responding to these indicators, the student will compose a sixteen bar passage, using traditional notation, for a given instrumentation** (for example: brass quartet or mixed voices), **to be performed by class members. The student will provide an analysis of the composition to include discussion of melody, harmony, form, style, and other relevant musical characteristics. The class will perform and evaluate the finished product.** (This strategy also satisfies Indicators IV-A-2 and IV-A-4.)

The student will review traditional notation and scoring practices to create, analyze, and evaluate a brief musical composition in ABA form. **In responding to these indicators, the student will compose a twelve-measure composition in ABA form. The A section will consist of a four measure phrase in common meter using syncopated rhythms. The B section will provide a musical contrast in ways explained by the student.**

Sample Strategy for **Indicator Three (3)**

The student will transcribe a brief instrumental or vocal excerpt for a different medium while preserving or enhancing the expressive effect of the original. **In responding to this indicator, the student will choose a simple vocal or instrumental work and transcribe a portion of it for an alternate performance medium. The student will either preserve the original expressive effect of the music or alter it. Students will critique the effectiveness of the transcriptions and justify their choices.** (This strategy also satisfies Indicators IV-A-2, IV-A-3, and IV-A-4.)



MUSIC
OUTCOME IV
Aesthetic Criticism



The student will demonstrate the ability to make aesthetic judgments.

Instrumental and Vocal Music

Expectation A

The student will evaluate selected musical compositions using established criteria.

Indicators of Learning

1. The student will develop evaluative criteria based on the elements of music.
2. The student will make independent judgments concerning the functions of harmony, timbre, texture, form, and any other appropriate characteristics in a selection of music.
3. The student will evaluate a composition or arrangement by comparing it to similar or exemplary models.
4. The student will evaluate a given musical work in terms of its artistic and aesthetic qualities.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME IV : MUSIC

Expectation A

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicator One (1)**

The student will use music from the literature being rehearsed in class to identify evaluative criteria (based on the elements of music) for assessing the effectiveness of the music being studied. **In responding to this indicator, the student will apply criteria to evaluate the effective use of musical elements in works from selected styles being rehearsed in ensemble.**

Sample Strategy for **Indicators Two (2) and Four (4)**

The student will select a piece of music, prepare it for performance, and evaluate the result according to selected criteria. The student will also describe his or her emotional response to the music and performance. **In responding to these indicators, the student will choose and prepare a solo for performance from a list of solo literature that is graded level 3 or higher. After attaining a basic familiarity with the style, the student will analyze the melodic line, the expressive indications in the score, the nature of the accompaniment, and other relevant characteristics. Students will evaluate the work in terms of aesthetic and artistic qualities and articulate personal emotional response to the music and performance.** (This strategy also satisfies Indicators I-A-5, I-A-6, and I-A-7.)

Sample Strategy for **Indicator Three (3):**

The student will evaluate the musical effectiveness of stylistically similar work by exemplary and lesser known composers. **In responding to this indicator, the student will learn, compare, and perform two stylistically similar works using previously established criteria. The student will identify reasons why the exemplar is renowned and the other selection is not.**



MUSIC
OUTCOME IV
Aesthetic Criticism



The student will evaluate recorded and live performances using established criteria to make qualitative judgments.

Instrumental and Vocal Music

Expectation B

The student will formulate, apply, and communicate criteria for evaluating personal performances and those of others.

Indicators of Learning

1. The student will develop, assess, and revise standards to evaluate personal musical performance.
2. The student will critique the performance of others within the ensemble setting using predetermined criteria.
3. The student will critique personal musical performance and its relationship to the full ensemble sound.
4. The student will evaluate recorded and live performances of individual voices or instruments and ensembles using established criteria to make qualitative judgments.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME IV : MUSIC

Expectation B

The following is an example of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for Indicators One (1), Three (3), and Four (4)

The student will develop and revise, as necessary, performance criteria to be used in evaluating a class performance. **In responding to these indicators, the student will evaluate a live or recorded class performance of a learned piece by first establishing criteria to be evaluated** (such as balance, blend, diction, tone quality, and intonation). **The student will identify and discuss positive, negative, and interesting aspects of the performance and recommend corrective measures when appropriate. The student will then critique and modify the evaluative instrument.**

Sample Strategy for Indicators One (1), Two (2), and Four (4)

The student will develop criteria for assessing musical performance and apply them in comparing two performances of the same work. **In responding to these indicators, the student, as a member of a small group, will develop criteria for critiquing a musical performance, revising as necessary. The student will then listen to, compare, and evaluate the artistic merit of two different performances of the same work.**

Sample Strategy for Indicators Two (2) and Four (4)

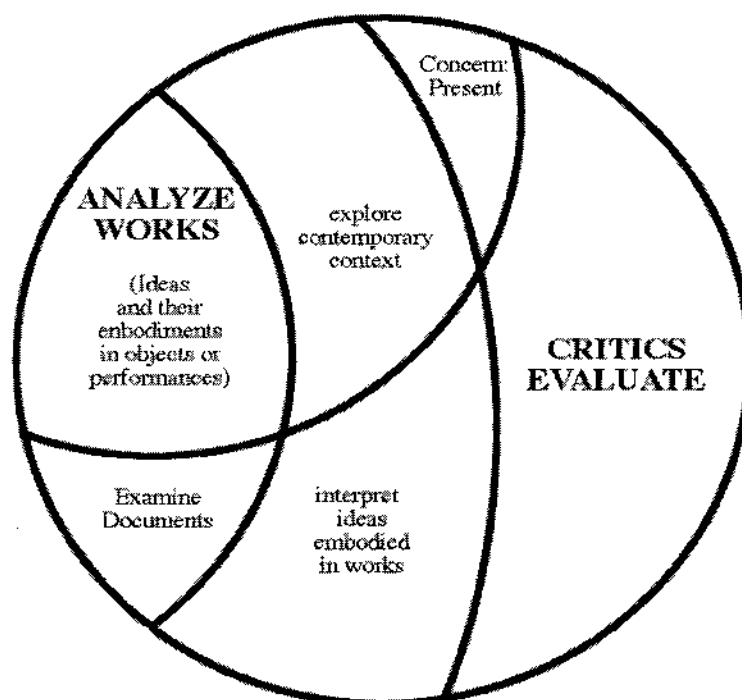
The student will critique small groups of singers with particular attention to unity of sound, or blend. **In responding to these indicators, the student will listen to two or three singers perform a musical line, with text, to assess unity of the vowel sounds. The student will critique the shaping of the vowels and suggest ways that uniformity of production might be achieved when appropriate. Instrumentalists can modify this activity to reflect articulative practices.**



Sample Activities for Indicator Four (4)

The student will individually perform and make an audio recording to critique expressive qualities. **In responding to this indicator, the student will record his or her part of a musical selection, learned by the ensemble, and compare the expressive qualities of the recorded solo performance to those called for in the score.**

The student will critique a recording of an ensemble festival performance using established criteria. **In responding to this indicator, the student will analyze a tape recorded ensemble festival performance and evaluate its tone quality, articulation, balance, blend, intonation, technique, and musical effect. Using the festival adjudication form, each student will complete an evaluation of the group's performance. A class average will be compiled for each category. The student will compare the findings from individual and class critiques with those of the festival adjudicator. Through discussion, the student will summarize strengths and weaknesses of the group's performance for the purpose of future improvement.**



Notes:

